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ABSTRACT

This guide is designed to outline the ideal experience for both sponsored and nonsponsored foreign students in U. S. academic institutions and communities. The guide is both schematic and narrative in order to guide the experience of foreign student and the sequence of related events under ideal conditions. Ten stages of events include planning and selection; preadmission; admission; notification; postadmission and prearrival; arrival and preenrollment; enrollment and first term; sojourn; predeparture and reentry; and followup, evaluation, and continuing education. (MJM)

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GUIDE FOR THE EDUCATION OF FOREIGN STUDENTS
HUMAN RESOURCES DEVELOPMENT

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Introduction

Between November 1969 and February 1972 the Agency for International Development and the National Association for Foreign Student Affairs co-sponsored a series of three workshops on matters of mutual interest relating to foreign students studying in the U.S. One result of these workshops was the formation of the AID/NAFSA Liaison Committee to facilitate a closer working relationship between the two organizations. The Committee's role was subsequently expanded to include screening and coordinating jointly sponsored projects.

The third in the series of joint workshops had as its theme "Human Resources Development - The Foreign Student on Campus" and featured participation by representatives of all those directly interested in international education ranging from members of the academic community to foreign students, sponsoring agencies, and representatives of foreign governments. In its expanded role the Liaison Committee asked August G. Benson, editor of the Third Workshop Report, and Joseph Kovach, University Relations Office of AID, to undertake a special project stemming from this workshop.

Dr. Benson and Mr. Kovach were requested to lead a small group which would condense the information from the workshop and combine it with other pertinent data to produce a guide or model that would be of use to foreign governments, to private and government sponsoring agencies, to institutions and individuals involved with foreign students studying in the United States, and to foreign students themselves. The names and titles of the resource persons participating in this effort are included in Appendix II.

This resultant "Guide for the Education of Foreign Students" is designed to outline the ideal experience for both sponsored and non-sponsored foreign students in U.S. academic institutions and communities. It stresses the importance of a team effort on the part of all persons responsible for providing support and services to the foreign student and illustrates the parallel interest and often simultaneous involvement of various individuals and offices in these efforts.

The Guide is both schematic and narrative in order to guide the experience of the foreign student and the sequence of related events under ideal conditions. For succinctness the publication is prepared in the form of a comprehensive checklist for all persons who participate in international educational exchange, with the experience of a student divided into ten clearly definable stages. In applying the publication as a guide, the user should go beyond his basic area of responsibility. Cooperation and coordination require familiarity with all of the identified functions and a commitment to see that they are accomplished.

While presuming a set of ideal conditions, there are artificial boundaries in the structure of the guide. Activities may shift from one stage to another or continue through several stages. Functions may be found in one or several offices, depending on custom and institutional structure. These flexible boundaries require the guide to be used as a total checklist and as a means of becoming and remaining aware of expected activities and services.

Note should be taken of the overlap involved when the student first enters an English language institute for the intensive study of English before proceeding to the institution selected for academic study. In such cases, all of the institutional functions may fall within the scope of what has been called the "English as a Second Language Office". Here the ESL office performs the admissions and advising functions and establishes liaison with the community organization.

Not all of what is described may be feasible in some educational institutional settings or sponsorship situations. Limitations on money, staff, and facilities may offset the best efforts of all persons involved in the program. It is hoped, however, that this guide will serve to both identify the essential ingredients and encourage the required cooperative efforts to insure a successful foreign student program.

This guide represents an example of a project sponsored by the AID/NAFSA Liaison Committee under the terms of an expanded working relationship. Information on other similarly sponsored projects is available from the NAFSA Central Office in Washington, D.C.

". . .The wealth of nations does not consist of material things or capital but consists essentially of human beings or human resources. And I would define 'human resources' as the skills, the capacity, and the knowledge of people as related to the world of work. For my money, therefore, the cardinal objective of development is not the maximization of Gross National Product (GNP) or national income per capita but the maximization of the development of the capacities and energies in productive employment -- productive employment, of course, including the work not only of people in industry--agriculture, commerce, and so on--but artists, writers, religious leaders, poets, musicians, newspapermen -- and even university professors."

Frederick H. Harbison
Third AID/NAFSA Workshop
February, 1972
University of Maryland

PLANNING AND SELECTION

This stage is critical to success in the stages that follow and to the development of a comprehensive, inclusive model for the ideal experience for the foreign student committed to participation in the development of his society or country. It is a time when the sponsor prepares carefully and thoroughly for the commitment to support a scholarship program and for meeting the responsibilities involved. This is the stage for academic institutions and community groups to define their roles and to confirm their commitments to international education. It is also a time to identify the requirements and responsibilities of students selected for the program.

In addition, this is the time to ensure that the university and its representatives are aware of and committed to the fulfillment of the responsibilities accepted when students from abroad are admitted and enrolled. These responsibilities are often best fulfilled when the university designates one individual or office (it may be the admissions office, the foreign student office, or the graduate office) to be the liaison person or office for all of the sponsoring agencies. Persons so designated assume responsibility for keeping all appropriate segments of the campus community advised of program activities and progress.

Establishing a central contact point on campus is intended to help expedite the admission process and to make sure that all available services are provided to the foreign student. It is assumed that such a liaison person will not by-pass nor duplicate available services and established procedures, but will make sure that each student takes advantage of them. Persons involved in liaison responsibilities are expected to enhance their professional development through active participation in appropriate national and regional professional associations and acitvities involving international educational exchange.

University departments and colleges should consider giving priority to selected sponsoring agencies and to articulate those priorities to the university community and the agency. In addition, departments and colleges should try to keep sponsoring agencies informed of departmental openings to maximize the effectiveness of the total placement process. Sponsors also should be informed of available financial aid to ensure optimum usage by interested, motivated students.

In the context of this guide, the sponsor is seen as the agency or individual (private, institutional, or governmental) responsible for all or part of the student's expenses, including travel, tuition and fees, and room and board. In some instances the sponsor may be only a source of funds. Usually, however, the sponsor has a specific objective related to the development of the individual student and his country.

The sponsor is generally involved in the selection process and may assume some responsibility for job placement when the student returns home. Sponsorship may involve the combined efforts of an agency, institution, government, and individual who share costs and responsibilities. Although the description of functions in this stage appears to place the burden on the student for seeking sponsorship opportunities, it is frequently the sponsor who seeks out and identifies students according to some established criteria or program objectives.

Selection is the process by which sponsors identify qualified candidates. This process takes place before and is distinctly separate from the admissions process, which is the means by which colleges and universities choose their students. Careful planning and selection are essential to the success of the mutual efforts of the sponsor and institution and the effective use of funds and resources.

PLANNING & SELECTION

I STUDENT	1. Determines personal role to be played in the development process by acquiring additional education and training abroad. 2. Seeks out opportunities to participate in sponsored programs of study abroad. It is assumed that the student has determined that opportunities for the education desired are not available at home.
II SPONSOR	1. Develops a selection process that takes into account each of the following: a. Academic eligibility b. Stated manpower requirements of the home country. c. Curricular offerings of U.S. institutions. d. Financial limitation of the sponsorship. e. English competence. f. Certain political constraints that may exist in the home or U.S. government. 2. Consults with U.S. university officials (admissions officers, teachers of English as a second language, foreign student advisors, department heads, faculty, etc.) on the selection process. 3. Includes, where practical, U.S. university officials on selection committees to ensure that the decisions reflect their wishes and concerns. (The Latin American Studies Program for American Universities [LASPAU], is suggested as one model for sponsors selecting students for study in the U.S.) 4. Develops (in concert with university officials) an on-going plan for evaluating the effectiveness of the selection process - and makes adjustments in that process when practical and appropriate. A "systems analysis" approach should be developed in which all of the components of the process (students, foreign educators and government officials, U.S. educators and government officials, and sponsors) contribute. 5. Is informed on English language programs offered both in the home country and in the U.S. 6. If selection is to be determined to any extent by the applicants' language proficiency, ensures that students apply for and take the Test of English as a Foreign Language (TOEFL) or another reliable English test.

III ACADEMIC DEPARTMENT OR COLLEGE	1. Advises sponsor of department's ability and willingness to work with special needs or programs of sponsor; also advises sponsor of institutional policies and procedures. 2. Explores the feasibility of giving special consideration to certain sponsoring agencies because of their development objectives in order to increase the institution's contribution to development of other countries. 3. Encourages individual faculty members travelling abroad to meet former students, improve communication, and possibly encourage future exchanges.
IV ADMISSIONS OFFICE	1. Provides institutional catalogues and materials to potential sponsors. 2. Provides institutional catalogues and materials to U.S. agencies abroad (governmental and private) as well as to foreign governmental and private agencies.
V FOREIGN STUDENT OFFICE (FSO)	1. Serves a liaison function with and between sponsoring agencies and academic departments to promote interest and participation in international education. 2. Represents the interests of the institution to sponsoring organizations. 3. Administers financial contracts and carries out scholarship negotations. 4. Serves to promote acceptance and understanding of sponsors' programs and objectives. 5. Explains how community resources can best be used in support of ideal experiences for foreign students. 6. Recommends institutional support of cooperative programs with sponsors.
VI ENGLISH AS A SECOND LANGUAGE (ESL) OFFICE	1. Responds to requests for advice and guidance on testing and on English language instruction in the U.S. 2. When appropriate, consults with home country ESL specialists in the development of selection procedures. 3. Encourages involvement of home country ESL specialists in the selection process.
VII COMMUNITY ORGANIZATION	1. Cooperates with the Foreign Student Office and sometimes the English as a Second Language Office in planning and organizing community resources to provide needed services and the best possible non-academic experiences for foreign students and families.

PRE-ADMISSION

This is the stage at which the foreign student and the sponsor focuses on specific program requirements and how they will proceed to implement them. In the case of the sponsored student, the groundwork is established for the working relationship which will exist between the sponsor(s) and the student during the period of sponsorship and beyond if some further commitment is a part of the sponsorship contract or agreement.

At this stage, educational institutions should identify or develop the specific resources or services that will be provided by each representative of the institution, while also making decisions on how a variety of efforts are to be coordinated for the maximum benefit of the student, of the institution, and of the home country.

Depending on the organizational structure of the college or university, the actions described in this stage may be handled by various offices or departments of the institution. These actions should be assigned on the basis of how appropriate they are to the normal responsibilities of the office or department of the particular institution and may be variously assigned among the graduate school, Academic department, admissions office, or foreign student office.

PRE-ADMISSION

I STUDENT*	1. Identifies several appropriate institutions with the aid of information available at such places as: USIS Offices, U.S. Cultural Affairs Offices, such private foundations or agencies as the Institute for International Education, American Friends of the Middle East, African-American Institute, U.S. Educational Foundation in India, American-Korean Foundation, etc., and alumni and faculty abroad. 2. Submits requests to identified institutions for information and application form. 3. If at graduate level, may write directly to department chairmen or the deans of the graduate schools for information about departmental offerings and availability of financial support. 4. Investigates the institutions' requirement for language proficiency and other testing. *These statements apply primarily to private students. Sponsored students follow the established procedures of the sponsoring agency.
II SPONSOR	1. Ensures that applicant is preparing to meet the institution's exact requirement for language proficiency certification. 2. Selects student for nomination to educational institution based on established criteria (see Planning & Selection stage). 3. Explains to the institution the selection procedure the sponsor uses and indicates the advantages of admitting foreign student selected by the sponsor. 4. Informs the institution of special needs or objectives of student recommended by the sponsor. 5. Provides the institution complete information concerning contractual arrangements between the student and the sponsor. 6. Informs the institution of the kinds of assistance the sponsor is able to offer to ensure the student's academic success. 7. Provides the student with full information about the sponsor's nature and objectives. 8. Attempts to develop in its fellows or participants a sense of identity with the program and its larger aims; to develop "esprit-de-corps" by means of publications, seminars, and communication with other participants.

	9. Provides the student with information on procedures to be followed in applying for admission, whether through established sponsor channels or by the student directly with an institution.
III ACADEMIC DEPARTMENT OR COLLEGE	1. May respond to preliminary inquiries from prospective student with copies to the Admissions Office and the Foreign Student Office or may refer student to those offices for reply. 2. May advise student to take achievement and aptitude tests if part of the admissions process. 3. Advises on availability of departmental assistantships or fellowships. 4. May work with Foreign Student Office and sponsors to design and publicize special programs. 5. May respond to queries from students referred from the Admissions Office or Foreign Student Office.
IV ADMISSIONS OFFICE	1. Receives from a prospective student a letter of inquiry - or the widely-distributed IIE form, "Request for Application Material". 2. Sends an information booklet or brochure to the student with preliminary application - unless above-mentioned "Request for Application Material" provides enough information for preliminary screening, in which case, student should still receive the information booklet along with the "final" application. May also refer student, in either case, to the nearest USIS Library for a copy (reference only) of the regular institutional bulletin. Booklet or brochure accompanying preliminary application should facilitate self-selection by giving as much information as possible about the institution and its programs. It also should give a fair picture of academic and English language requirements, costs, financial aid opportunities, etc. 3. Conducts pre-admissions counseling with prospective student. 4. Advises sponsors of all available grants and academic programs of special interest to foreign students. 5. May call upon English Language Office to interpret (TOEFL) and other proficiency test scores. 6. May refer queries to academic department or college involved.

V FOREIGN STUDENT OFFICE	1. Provides from time to time orientation programs for staff members of other offices on campus that provide major services to foreign students (e.g., Housing, Financial Aids, Placement, etc.) to inform them of the nature of the foreign student program on campus and to make them more knowledgeable and comfortable in working with foreign students. 2. Provides from time to time orientation programs for both academic and administrative staff members who have continuous contact with foreign students in the academic departments to inform them of the services and facilities available to foreign students from the Foreign Student Office and to make them more knowledgeable and comfortable in dealing with foreign students. 3. May, at this time, either directly or through the Admissions Office, reiterate financial requirements to foreign applicants.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Consults with admissions officers and academic departments regarding establishment of appropriate English proficiency requirements for admission and for academic placement. 2. Consults with admissions officers or academic departments regarding student's probable needs for English language instruction and possible constraints on academic course load in accordance with policies established within the institution. 3. May be called upon to interpret TOEFL or other proficiency test scores. 4. Cooperates with community organization to recruit community volunteers to assist spouse of foreign student in language improvement and cultural adjustment.
VII COMMUNITY ORGANIZATION	1. Recruits volunteers and provides orientation to promote cross-cultural sensitivity and understanding of the role of the community in programming for foreign students.

ADMISSION

As explained in the introduction to Stage I (see page 2), "admission" in this guide refers to the procedure whereby colleges and universities choose their students. It is also a term sanctioned by usage in higher education and should not be confused with "selection", a distinct pre-admission phase. For example, the Ford Foundation first "selects" students whom they sponsor, after which their dossiers are submitted to institutions to consider for "admission".

In preparation for this stage and its role therein, it is especially important that the institution be certain of its rationale for admitting foreign students, its relationship to students, spouses, and home and U.S. governments, and its own capacity to follow through on its commitments. Guidance for this self-scrutiny will be found in Appendix I which is taken from Human Resources Development: The Foreign Student on Campus, the report of the Third AID-NAFSA Workshop held at the University of Maryland, February 28-March 1, 1972.

ADMISSION

I STUDENT*	1. Submits preliminary application to chosen institution and awaits final application. 2. Submits final application with academic credentials, letters of recommendation, test scores, interview report and application fee. 3. In case of referral to an English as a Second Language Program at another institution, submits application and required dossier to that institution also. *The statements above apply primarily to private students. Sponsored students follow established procedures of the sponsoring agency.
II SPONSOR	1. Forwards complete application to institution before deadline for the term desired. 2. Forwards statements to Business Office of institution certifying the specific charges for which the sponsor will accept billing (tuition, fees, insurance, etc.) 3. Advises institution whether the sponsor will provide accident and health insurance for the student or whether the student should purchase university or other policy. 4. In case of referral to an English as a Second Language Program at another institution, ensures that that program office receives the application and other required materials and that the student is made fully aware of the need for that program.
III ACADEMIC DEPARTMENT OR COLLEGE	1. May consult with Admissions Office, Foreign Student Office or ESL Office, as appropriate, in evaluating application and in reaching decision. 2. Decides to admit or reject based on the following: a. An awareness that the program the student wants is offered, or if not offered, can be arranged. b. An assessment of the level and quality of the student's preparation, (1) Through interpretation of the academic records. (2) Through interpretation of achievement and aptitude test scores (with TOEFL as a corrector if appropriate). (3) Through interpretation of interview report (if available) and letters of recommendation. c. An assessment of the student's maturity and motivation.

	3. Notifies Admissions Office of decision or recommendation based on qualifications of the student, appropriateness of the departmental program, and vacancies in the department. 4. Might notify student directly of acceptance, although it is preferable that the student be notified by the Admissions Office. If the department notifies, it also informs the student that final admission is the function of the Admissions Office and is dependent on other factors in addition to academic qualifications, e.g., financial resources, health certification, etc.
IV ADMISSIONS OFFICE	1. Receives completed preliminary application from the prospective student or from the sponsor. 2. Notifies sponsor that application has been received and is being processed. 3. Screens preliminary application or "Request for Application Material" for basic eligibility, suitability of program, availability of funds, etc. 4. Informs student that he/she cannot receive "final" application for whatever reason (ineligible, program not offered, needed financial aid not available, etc.) or sends the "final" application (with an application for housing if appropriate so as to have on file if student is admitted). 5. Receives "final" application from the student or sponsor. Application, which should indicate citizenship if not U.S. and type of visa held or expected should include the following: a. Academic record (instructions to applicant should not ask for "transcript" since in most countries, it is a meaningless term-they should specify "as complete a record as possible of subjects taken and examinations passed" or some such wording.) b. Financial certification forms (if appropriate). c. Letters of recommendation from teachers, professors, advisors, etc., preferably on structured forms. d. Achievement and aptitude test scores if possible and if appropriate. e. English language test score if applicant is non-native speaker of English. f. Interview report, if available, from Institute of International Education, American Friends of the Middle East, American-Korean Foundation, etc. g. Statement from sponsor (if appropriate).

	6. Decides to admit or reject undergraduate (or reviews decisions or recommendations of the department in case of graduate student) on the basis of the following: a. An awareness that the program the student wants is offered, or if not offered, can be arranged. b. An assessment of the level and quality of the student preparation, (1) Through interpretation of the academic record. (2) Through interpretation of achievement and aptitude test scores (with TOEFL as a correct- or if appropriate). (3) Through interpretation of interview report (if available) and letters of recommendation. c. An assessment of the student's maturity and motivation. d. An assessment of the student's financial condition in relation to financing the program of study. (May also be a Foreign Student Office responsibility). e. An assessment of the student's English proficiency. f. Consultation with the Foreign Student Office, English as a Second Language Office, academic department or college, or other resources on campus if appropriate.
	7. Weighs items in 6 above, in light of the institution's policy for admitting foreign students, as determined by following the steps outlined in pp. 63-68 of Human Resources Development: The Foreign Student on Campus. (See Appendix I).
V FOREIGN STUDENT OFFICE	1. Provides advice or guidance to Admissions Office or academic department (for graduate applications) as requested on individual applications. 2. Has initial and follow-up responsibility for those cases processed through the Foreign Student Office. 3. Begins planning orientation program adapted to the particular students expected. 4. May be in contact with sponsoring organization about each sponsored student.

VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Obtains TOEFL or other English language test scores from appropriate sources (Admissions Office, department, etc.). 2. Contributes information on: a. Extent to which student meets English language requirement. b. English language instruction the student will need if admitted. c. English language instruction available to student. d. Recommendations regarding possible restrictions of student course load during first term.
VII COMMUNITY ORGANIZATION	1. Prepares kits of materials to be given to students upon arrival. Kits include local maps and information on the availability of community facilities and services, on U.S. customs and culture, and on recreational opportunities in the community.

NOTIFICATION

Although notification culminates the admissions process, it has been designated as a separate stage because of its importance to all the following stages of this guide. It is at this stage that all offices or departments of the institution affected by the admission decision are advised of the final outcome and it is also when the Community Organization is alerted to what has taken place. Notification signals preparation for the services which will be provided during the student's stay at the institution. In the notification stage, the student or sponsor is advised of the conditions of acceptance and informed of the specific steps which are to be taken to complete the process of admission.

NOTIFICATION

I STUDENT	1. Receives notice of admission and either the visa certificate or information on what remains to be done to receive it. The sponsored student may receive these directly from the sponsor.
II SPONSOR	1. Receives notice of the student's admission to the university and notifies the student accordingly.
III ACADEMIC DEPARTMENT OR COLLEGE	1. Receives a copy of the final admission letter or notice and, if appropriate, recommendation for placement level. 2. Establishes a file for the student.
IV ADMISSIONS OFFICE	1. Sends a letter of admission to the student or sponsor. It includes the following: a. Status of admission - Unconditional or Conditional; Provisional or Final. Conditional admission might involve such requirements as referral for English language training, testing on arrival, or following a reduced program. Provisional admission might involve a trial program, or a requirement that a student submit evidence of the completion of the previous phase of his education. b. An arrival date on campus for the Foreign Student Orientation Program (May be sent by Foreign Student Office). c. A notice of forthcoming contacts from Foreign Student Office and the appropriate university Housing Office. 2. Issues visa certificate, Form I-20 or DSP-66, (may be issued by Foreign Student Office or the sponsor) to student or to the sponsoring agency based on the institution's having determined that the student is: a. Academically eligible. b. Proficient in English or has opportunity to improve language proficiency. c. Adequately funded. d. In good physical and mental health. 3. Notifies all appropriate offices or sponsors by means of a copy of the admission letter. These include but are not limited to: a. Foreign Student Office. b. Housing Offices (Undergraduate, graduate, family, as appropriate).

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	c. Business Office. This includes a statement from the sponsor agreeing to accept billing for tuition, fees, etc. d. Academic Department or Advisor. e. Sponsor, if appropriate. f. English as a Second Language Office.
V FOREIGN STUDENT OFFICE	1. Receives a copy of the admission letter and establishes a file for the student. 2. May issue visa certificate (I-20 or DSP-66). 3. Notifies Community Organizations of admission of student. 4. Notifies the international club and nationality club officers of admitted and incoming foreign students.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Receives notification of admission and available language data. 2. Recommends referral for language training if appropriate.
VII COMMUNITY ORGANIZATION	1. Receives notification of admission of student from the Foreign Student Office, as well as home address, age, marital status and accompanying dependents, expected arrival, date and time, academic department, and sponsor.

POST-ADMISSION & PRE-ARRIVAL

During this stage, from the moment of notification to embarkation and travel, there is important groundwork to be done by the student, the sponsor, and supporting parties on the campus and in the community. These are actions prior to arrival on campus, including those services provided while the student is enroute. It is a time to make sure that the student knows what to expect, that he/she will receive a warm welcome on arrival; and that he/she will be introduced to academic and community life.

The various functions identified in this stage may be performed by one or more of several groups involved, e.g., the Foreign Student Office, the Community Organizations or nationality clubs or groups. While it is important to avoid duplication, it is essential to ensure that appropriate services are provided. The Community Organization and the nationality clubs can play important and related roles here. Their activities need to be coordinated by the Foreign Student Office.

POST-ADMISSION & PRE-ARRIVAL

I STUDENT	1. Makes sure that on arrival there will be adequate funds for registration and living costs. 2. Submits, if appropriate, an application for housing as soon as practical with a cash deposit if required (may be done by sponsor). 3. Learns as much as possible about the university campus and community through material provided by the institution and the sponsor and through contact with alumni in his area. 4. Advises Foreign Student Office of expected mode of travel, date and time of arrival, and of any change in plans. Sponsored students may notify both sponsor and Foreign Student Office. 5. May respond to invitation to participate in community program. 6. Learns how to reach campus. 7. Receives information about, and takes advantage of available port-of-entry services. 8. Arranges to continue English language training if a non-native speaker of English or if there is any doubt about language ability or if advised to do so by the institution. Seeks out opportunities to converse with native speakers of English, attends English language movies, broadcasts, etc., preferably in the company of native speakers of English. 9. Makes necessary arrangements for the family in the home country or, if they are to accompany, determines availability of facilities and applicable policies of sponsoring agencies. 10. Makes arrangements to arrive in time to participate in orientation programs. 11. May take advantage of Experiment in International Living program with American family enroute. 12. May enroll in pre-academic technical program in preparation for university program (e.g., the Economics Institute).
II SPONSOR	1. Issues DSP-66 to student if appropriate. 2. Ensures that student is aware of sponsor's policy on bringing dependents to the U.S. (if appropriate). 3. Ensures that an application for college or university housing is made, if appropriate.

	4. Provides student with reporting date to U.S. which will depend on university dates and any special plans of sponsor for the student. 5. Provides pre-departure orientation to students including nature and expectations of sponsorship as well as preparation for a new cultural and academic experience. 6. Ensures that the student completes travel arrangements and entry procedures and obtains all necessary documents including passport and visa. 7. Completes financial arrangements and makes sure that student has adequate funds to meet immediate financial needs on arrival in U.S. 8. Ensures student's arrival in time to participate in campus orientation programs. 9. Makes arrangements, if appropriate, for the student to participate in special orientation or professional programs enroute to the institution. 10. Advises foreign student, Foreign Student Office, academic department, and advisor of provisions for student to attend professional meetings and the limitations (if any) on costs sponsor will assume. 11. Indicates extent of support, financial and otherwise, for the research efforts of the student, including thesis or dissertation costs. 12. Obtains authority from student (if appropriate) to allow university to release grade reports to the sponsor. 13. Makes preliminary arrangements with departments and academic or foreign student advisor to receive reports on progress of student. 14. Informs Foreign Student Office of any delay in arrival or of cancellation of enrollment. 15. May provide services to meet the student at port-of-entry enroute to the university.
III ACADEMIC DEPARTMENT OR COLLEGE	1. Appoints an academic advisor; provides advisor with information on the student.
IV ADMISSIONS OFFICE	1. Notifies the academic department or college, the Foreign Student Office, Housing Office, etc., of any change in the student's plans. (May also be done by the Foreign Student Office).

V FOREIGN STUDENT OFFICE	1. Sends a welcome letter to the student which includes the following: suggestions of what should be done before departure; restatement of requirements such as reporting date, availability of funds, and mandatory insurance; information about the campus and community including the current housing situation; directions to the college or university via plane, train, or bus. 2. Ensures that appropriate housing application forms have been sent to the student or sponsor. 3. Ensures that the Business Office has authority to bill for tuition and fees for sponsored students to avoid delays at registration. 4. Ensures that there is no duplication among community, nationality, and international club efforts. 5. Notifies the department or college of any change in plan by the student (May be done by Admissions Office). 6. If appropriate, advises the foreign student of alumni in the home area who may be helpful. 7. If appropriate, notifies alumni abroad of students admitted from their areas. 8. Arranges for community or foreign student volunteer to meet and assist the student if arrival time, date, and method of travel are known. 9. Completes all orientation plans. 10. Arranges for temporary housing for student seeking off-campus apartment. 11. Encourages and helps to arrange the assignment of foreign student with U.S. student room-mate in the residence hall.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Provides advice and guidance on ESL placement and costs. 2. Makes recommendations regarding student's academic course load. 3. Plans for meeting language needs of incoming student. 4. If appropriate, arranges with housing office for student concentrating in English to share a room with a U.S. student. (Foreign Student Office may be responsible for this).
VII COMMUNITY ORGANIZATION	1. Informs students of host family opportunities. 2. Informs students of opportunity to be met at airport (if feasible). 3. Informs student of home stay program (if available). 4. Provides information to student regarding lending of household equipment and clothing.

	5. Plans with Foreign Student Office to participate in orientation program and to assist on arrival.

ARRIVAL/PRE-ENROLLMENT

The arrival/pre-enrollment stage is one of the most crucial periods of the student's stay. There is exposure to new surroundings and contact with many persons in the institution and community who will play a part in the student's sojourn. There is so much to do and so many people to meet, the student may sometimes feel overwhelmed. It is important that the various activities at this stage be well coordinated in order to get the student off to a good start. This is another stage in which specific functions or actions may be shared or performed by one or another of the offices or groups specified here, depending on the institutional organization.

ARRIVAL/PRE-ENROLLMENT

I STUDENT	1. Reports to the Foreign Student Office as soon as possible after arrival on campus or in the community to find out what services are available and what requirements are to be met as part of the adjustment process. 2. Contacts college or departmental academic advisor as early as possible after arrival on campus or in the community. 3. Participates in orientation programs of the college or academic department. 4. Participates in the special orientation programs of the Foreign Student Office. 5. Attempts to become acquainted with the resources of the community. 6. Complies with any conditions or provisions of admission which may be appropriate to fulfill at this time, such as submission of complete and authenticated academic credentials.
II SPONSOR	1. Makes funds available to student immediately on arrival. 2. Confirms student's arrival and establishment on campus or in the community. 3. If the sponsor is located in the institutional community, participates in the welcoming and orientation activities.
III ACADEMIC DEPARTMENT OR COLLEGE	1. Considers the recommendations of the English as a Second Language Office in planning the first term academic program with a view to ensuring that the student does not carry too heavy an academic load in the first term but at the same time will satisfy minimum requirements of the university and of the Immigration and Naturalization Service. 2. May provide its own orientation program which addresses all students or all foreign students, whichever may be appropriate. 3. Enlists the talents and efforts of currently enrolled U.S. and foreign students to introduce the new foreign student to the department and program. May coordinate this with orientation program offered by the Foreign Student Office. 4. Reviews the objectives of the student and makes a special effort to arrange a total program that will be relevant to the student's commitment to development at home.

	5. Advises the student of opportunities to obtain a teaching or research assistantship, fellowship, or other forms of aid. 6. Explains requirements for maintaining or renewing current financial support. 7. Provides the English as a Second Language Office with a list of new foreign students who have teaching assignments and directs such students to the English as a Second Language Office for interviews and consultation on speech needs, if any.
IV ADMISSIONS OFFICE	1. May assist college or academic department in determining academic placement or advanced standing. 2. Checks for completeness and authenticity of student's academic credentials.
V FOREIGN STUDENT OFFICE	1. Attempts to arrange temporary housing if permanent housing is not available. 2. Assists the student in completing the processing required prior to enrollment, such as visiting the health center, checking English language competency with the English as a Second Language Office, purchasing health and accident insurance if required, and completing Foreign Student Office records or forms. 3. Attempts to interview each new foreign student in order to review his objectives with him and to provide an opportunity for discussion of any problems or concerns. 4. Provides a handbook to each new foreign student that will explain the services and facilities available through the Foreign Student Office; reiterates the responsibilities of each student to the university and of each alien to the Immigration Office; and identifies the special opportunities available, both on and off campus. 5. Arranges a group orientation for new students that includes explanations of the following: the functions of the Foreign Student Office; the functions and services of the Community Organization; the role of the academic advisor in U.S. higher education; the special features of U.S. higher education (credits, hours, etc.); and the critical features of the student's first term on campus. It also should assist the student to understand the registration process. The program includes representation from the Community Organization, nationality clubs, and U.S. student groups where appropriate 6. Makes an appointment for the new foreign student to see an academic advisor.

	7. Takes every opportunity to establish good rapport with the student and to encourage the student to maintain contact with the Foreign Student Office in order to take advantage of various opportunities and programs and to discuss problems or concerns. 8. Supports the recommendations of the English as a Second Language Office for the student's English program and academic load first term. 9. Assists, encourages, and supports the activities of the Community Organization in support of the new student (and family). 10. Informs and encourages the student to take advantage of the facilities and activities of the Community Organization. 11. Provides handout to the student outlining health services available to student and family on and off campus. 12. Usually provides -- or coordinates with other organizations to sponsor-- some welcoming social events.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Conducts diagnostic testing. 2. Verifies prior data on English proficiency. 3. Provides interpretation of test results. 4. Provides recommendations on the extent of enrollment (if any) in the English as a Second Language program and on a course load commensurate with student's language ability, revised if indicated by test results, by academic interests of the student, and by professional plans of the student. 5. Provides information on special English courses for spouse. 6. Interviews new foreign students who have teaching assignments, determines the level of comprehensibility of their spoken English, notifies the students' departments of the findings, and arranges for improvement courses if needed and possible.
VII COMMUNITY ORGANIZATION	1. May assign a community volunteer to meet the new student at the airport. 2. May provide transportation to the campus. 3. May provide temporary housing if necessary. 4. May provide assistance in locating permanent housing (if not provided by the university). 5. May lend household equipment and clothing. 6. May provide meals and initiate social functions and activities for meeting fellow students and American families.

	7. Provides community orientation - shopping, sightseeing, safety facilities, banking, and information about community programs and opportunities. 8. Provides information on child care, schools for children, marketing, special food stores, co-ops, and medical services.

ENROLLMENT AND FIRST TERM

This stage emphasizes the importance to the student of the initial enrollment and the first term experience and on the attention and the support required from the various supporting groups on and off campus. It includes the need for a mid-term evaluation of the student's progress and performance by the student, by the academic department, and by the Foreign Student Office. It outlines the contribution the Community Organization can make to the student directly and indirectly by providing support to the student's spouse and family. A good first term can contribute substantially to a productive, satisfying experience for the student. A poor or doubtful first term on the other hand, can foreshadow a difficult or trying stay for the student. Thus, timely support and guidance at this stage from both campus and community cannot be stressed too highly.

ENROLLMENT AND FIRST TERM

I STUDENT	1. Advises sponsor, family, and friends of local mailing address. 2. May enroll, particularly if a graduate student, in a one-term or one-semester course, if offered, that deals with research techniques, library use, term-paper and thesis writing, etc., as well as the operation, administration, and philosophy of the university. 3. Should review progress midway through the term with academic advisor to determine if there is any action that needs to be taken to be sure of a satisfactory completion of the term. 4. If appropriate, should apply for and meet with host family who can be especially supportive during this stage. 5. Should discuss with Foreign Student Office any special concerns. 6. Should attempt to learn from U.S. classmates how to take advantage of their insights about course offerings and requirements. 7. Identifies members of the college or department who have worked or studied in home country as possible sources of information and support.
II SPONSOR	1. Makes sure that student receives initial check in time to meet all initial financial obligations. 2. Obtains and reviews first term enrollment report to be sure that courses are consistent with program objectives and to reevaluate student's need for prerequisite courses or English as a Second Language training (which might require a longer period of sponsorship).
III ACADEMIC DEPARTMENT OR COLLEGE	1. Ensures that the first term's course work is appropriate to student's level of English language proficiency, and that it includes any necessary English as a Second Language instruction. 2. Reviews the time required to complete student's academic objective. Indicates to sponsor any need for time adjustment. 3. Identifies courses that will be relevant to student's commitment to return and participate in development process in home country.

	4. Identifies extra-disciplinary courses student might take to better prepare for administrative and supervisory roles: communication, administration and management, economics, sociology, systems analysis, computer science, etc. 5. Identifies members of the college or department who have worked or studied in the student's home country as possible sources of information and support.
IV ADMISSIONS OFFICE	1. May consult or advise regarding special enrollment problems such as: need for supplementary English study or meeting academic deficiencies.
V FOREIGN STUDENT OFFICE	1. If necessary, reviews the student's financial circumstances with bursar's office or registrar. 2. Discusses special enrollment needs with student (additional English as a Second Language classes or academic deficiencies). 3. Assists student with special immigration problems or concerns at time of enrollment. 4. Provides whatever additional personal assistance necessary to complete registration. 5. Encourages student to come to the office to discuss problems if student has difficulty during the first term. 6. Notifies academic advisor of English or academic problems which might suggest adjustment of student's academic schedule. 7. Ensures that students with families know how to obtain a family physician or medical help in case of emergencies.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Provides instruction focusing on development of communication competence in English as indicated by test data and other information: a. Provides full-time intensive instruction for student with low proficiency in English to be continued until a pre-set criterion is met. b. Provides part-time instruction for student of marginal or intermediate proficiency in English. c. If the above provisions are not available, recommends that such training be provided elsewhere until the required English proficiency is reached.

	2. Counsels student in the English as a Second Language program on special problems. 3. Conducts or assists in English as a Second Language instruction for dependents. May cooperate with or support the efforts of community groups. 4. Conducts English proficiency testing and reports tests results at the end of the term. 5. Recruits student and community volunteers to serve as English language conversants for foreign students.
VII COMMUNITY ORGANIZATION	1. Recruits host families for new students who want them. Attempts to select a host family according to interests of the student. 2. Ensures, through individual advising or group counseling, that both the student and the host family are aware of the opportunities and the limitations of the student/host family relationship. 3. Maintains contact with host family to ensure that they have met their student and to review any problems or concerns. 4. May provide tutors or language partners to assist with English as a Second Language program. 5. Recruits interested foreign students to speak to school and community groups. 6. Plans and schedules retreats, seminars and discussion groups. 7. May provide English or English conversation classes for spouse, often in cooperation with English as a Second Language Office. 8. May arrange cross-cultural programs for spouse to meet regularly with U.S. and other foreign spouses. 9. Advises newly arrived spouse of opportunities to participate in available variety of special interest group activities such as bridge, painting, ceramics,etc. 10. Advises newly arrived spouse opportunities to participate in available volunteer activities off and on campus. 11. Provides community orientation for spouse, e.g., shopping, schools for children, transportation system, banking, community facilities.

SOJOURN

This is the longest stage in the experience of the student in the U.S. It presupposes that support and guidance at earlier stages have enabled the student (and family) to adjust to a profitable academic life, augmented by exposure to and participation in the social and cultural life of the community. Throughout this stage, the academic department or college provides a variety of professional opportunities and experiences on and off campus. Here the community program provides a wide range of opportunities to participate in social and cultural activities to the extent that the student is interested and available. Meanwhile, the sponsor demonstrates a continuous interest in the welfare and progress of the student.

During this stage the Foreign Student Office provides support to the student and maintains liaison with the English as a Second Language Office, academic department, Community Organization, and the sponsor so as to maximize the student's benefit from the academic program and from participation in community activities. These cooperative efforts include the beginning of the student's evaluation of the program and of the student's preparation for repatriation.

SOJOURN

I STUDENT	1. Attempts to establish good relationship with academic advisor. 2. Works with advisor, department, or college to insure appropriate course selection each term. 3. Consults with advisor regarding any academic problems. 4. Provides academic progress reports to sponsor, if appropriate. 5. Takes advantage of opportunities to attend or deliver papers at professional meetings. 6. Joins professional societies as student or regular member as appropriate. 7. Uses services of the Foreign Student Office to fulfill immigration requirements. 8. Seeks advice from the Foreign Student Office, if necessary, concerning emergency loans and local and national sources of financial aid. 9. Takes personal problems or concerns to Foreign Student Office for advice and support. 10. Participates in club, departmental, and college activities if time and academic standing permit. 11. Takes advantage of opportunities to speak with church, school and civic groups if time and academic standing permit. 12. Takes advantage of opportunities to participate in retreats, seminars, visits to industrial plants, and cultural and recreational events if time and academic standing permit. 13. Takes advantage of travel opportunities between terms or during the summer. 14. At an early stage, may investigate the possibility of completing research requirements in home country. 15. May seek opportunities for eventual employment with overseas divisions of U.S. corporations, if appropriate.
II SPONSOR	1. Ensures that monthly or quarterly support checks are mailed to the student or business office on time. 2. Reviews quarterly or semester academic progress reports of student furnished by student, academic advisor, or Foreign Student Office.

	3. Encourages and supports efforts of student to attend or deliver papers at professional meetings and to join professional societies. 4. Encourages student to plan thesis research in home country, if appropriate. 5. Assists graduate student in acquiring training and experience in research and design techniques that will be applicable in home country.
III ACADEMIC DEPARTMENT OR COLLEGE	1. Reviews progress of student every term. 2. Advises student to adjust program as dictated by academic progress and by opportunities to engage in studies relevant to personal and professional needs. 3. Consults with Foreign Student Office and sponsor (if appropriate) concerning student in academic difficulty. 4. Encourages student to attend or deliver papers at professional meetings. 5. Provides opportunities for field experiences where appropriate. 6. Promotes student-faculty relationships through departmental, professional and social activities (departmental club membership, local societies, etc.). 7. Attempts to "integrate" student into the department (if graduate level). May provide office space and facilities.
IV ADMISSIONS OFFICE	1. Provides, if student requests it, information about transfer to other institutions. 2. May be consulted if academic problems arise which require explanation of the student's academic background in order to be understood and resolved.
V FOREIGN STUDENT OFFICE	1. Maintains a student personnel file for each student. 2. Monitors academic progress of student by receiving term grade reports and maintaining cumulative file. 3. Counsels student if grades are low or if student attempts to enroll for less than the required course load. 4. Confers with college, department, or academic advisor on progress of the student. 5. Cooperates with the college, department, or advisor, to provide regular progress reports to the sponsor, if appropriate.

	6. Assists student in fulfilling such immigration requirements as obtaining extensions of stay permit, visa, passport, work permission, etc., and explains and interprets INS policies and regulations to the student. 7. Provides advice concerning local and national sources of financial aid--scholarships, assistantships, grants, and employment eligibility and opportunities. 8. Assists student to obtain emergency or regular loans. 9. Counsels student on personal problems or concerns. 10. Refers student to counseling or mental health center when appropriate. 11. Encourages student (when academic standing is firmly establishes) to participate in nationality clubs, international clubs, college and departmental activities. 12. Explains opportunities offered by the community such as speaking at church, school, and civic group meetings. 13. May provide opportunities for student to visit industrial plants, museums, historical sites farms, etc., and attend cultural and recreational events. 14. May provide opportunities for student to participate in campus retreats, seminars, etc., on and off campus. 15. Informs and encourages student to take advantage of travel opportunities between terms or semesters or during the summer. 16. Attempts frequent communication with students through newsletters, and promotes visits, social events, cultural programs, nationality and international clubs. 17. Assists students and clubs in planning special events. 18. May provide continuing programs to help foreign student improve understanding of U.S. culture and society. 19. Provides international newspapers and magazines whenever possible to enable student to keep up with news from home. 20. Assists with and advises student on travel outside the U.S. 21. Participates in residence hall programs for foreign students. 22. Arranges for news releases for students with distinguished records, achievements, etc. 23. Counsels student withdrawing from the institution. 24. Assists student and family in obtaining medical care, on or off campus, when appropriate. 25. Works with Financial Aids Office on behalf of student concerning loans, scholarships, etc.

	26. Assists student and spouse with marital problems. 27. Counsels student regarding legal rights and obligations. 28. Assists student involved in legal difficulties, this may include help in obtaining legal counsel. 29. May arrange speaking engagements for student with schools, churches and civic groups or organizations. 30. Encourages student to use the athletic facilities and to participate in athletic programs on and off campus. 31. Keeps sponsor informed of changes in local tuition and living costs for student. 32. Provides special assistance to student in case of emergency. 33. Cooperates with sponsor in case of emergency involving the student. 34. Discourages exploitation of foreign student by institutional or community groups. 35. Issues I-20 form to student vacationing abroad.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Continues instruction and testing until student has reached desired competence. 2. May continue "conversant" program bringing together U.S. and foreign students. 3. May conduct seminars on American language, communication, and culture. 4. Continues to respond to inquiries from Foreign Student Office and academic departments concerning test score interpretation and student's language difficulties. 5. Plans and conducts meetings with administrators and academic advisors regarding student's language proficiency.
VII COMMUNITY ORGANIZATION	1. Encourages frequent meetings with host families who have been oriented to provide continuing community contacts. 2. Provides continuing assistance with English conversation--in consultation with the English as a Second Language Office--on an individual or group basis, if needed or desired. 3. Organizes trips, tours, and visits to industries, cultural and recreational events, farms, historical sights, etc.

	4. Arranges for professional contacts on an individual or group basis through visits and consultations, using service clubs, professional organizations, community and business groups. 5. Provides opportunities for student to discuss and learn about business/management techniques, interpersonal communication, governmental and political institutions, decision making processes, ways of effecting changes, educational processes, etc. 6. Provides opportunities for the student to become involved in service to the community as a speaker, resource person, teacher/tutor, or as a volunteer in humanitarian projects. 7. Informs student of opportunities for study and interaction in the community; organizes appropriate seminars and retreats. 8. Makes community resources available to the Foreign Student Office, student, or family when emergencies arise.

PRE-DEPARTURE & RETURN HOME

By this time the student has completed all academic objectives or has made arrangements to complete any unfulfilled requirements. No effort has been made to outline here the detailed content of a pre-departure orientation program or seminar since this could be the subject of a separate report, but student participation in a well-organized program of this kind is an important part of this stage.

The reaction of the student to the realization that the program in the U.S. is coming to an end may range from a feeling of great anticipation and expectation to one of depression and concern for the future. The student needs to become aware of problems which may be associated with return and needs to learn to cope with those problems and to avoid "reverse culture shock". Early efforts to prepare the student for return made by the Foreign Student Office, academic department, and Community Organization can be very important here. Support from the sponsor can be particularly helpful in relation to the professional role of the returning student. Much careful preparation by all supporting parties is necessary to make this stage a satisfying, productive one.

This is a time when everyone concerned can help by anticipating what is needed to bring the sojourn to a successful completion and to help the student depart with a sense of satisfaction and achievement.

PRE-DEPARTURE AND RETURN HOME

I STUDENT	1. Private student reviews departure plans with the Foreign Student Office. 2. Sponsored student notifies sponsor of pending completion of program and requests tickets for return home. 3. Acquires additional professional materials when appropriate and arranges for their shipment home. 4. Arranges for continued contact with academic department and advisor. 5. Arranges for continued association with professional societies. Subscribes to professional journals and publications. 6. Reviews program objectives, accomplishments, and expectations with sponsor and academic advisor. Student should explore with them any anticipated problems in applying newly acquired knowledge in the home country. 7. Takes opportunity, provided by sponsor, to review the changes that have taken place in the student during the U.S. sojourn which may cause problems of adjustment and acceptance upon re-entering the home culture and society. 8. Takes advantage of pre-departure seminars if possible, so as to review the experience in the U.S. and to prepare for re-entry into the home society. 9. Obtains sailing permit from local Internal Revenue Office. 10. Leaves forwarding address with Foreign Student Office, Alumni Office, and department or college. 11. Returns appliances, equipment, clothing, etc., borrowed from the Community Organization Lending Center. 12. May process through the sponsor's headquarters for an exit interview if appropriate. 13. Obtains list of institutional alumni in home country or area. 14. Takes advantage of both socially and professionally based organizations to facilitate re-entry. 15. Seeks employment which will make maximum use of student's skills and contribute best to the development process. 16. Seeks out and participates, where possible, in local and regional professional associations. 17. Seeks out and participates, where possible, in alumni associations, including those not necessarily restricted to student's own institution.

II SPONSOR	1. Ascertains that student has completed original program for which enrolled. 2. Ascertains that student and institution have received final support checks. 3. Provides return travel tickets to student for timely departure upon completion of program. 4. Arranges for student to evaluate program through an exit interview or questionnaire. 5. Provides an opportunity for the student to review some of the changes in attitudes and understanding that have taken place during the U.S. sojourn which may cause adjustment problems upon re-entering the home culture and society. Supports workshops which will help student cope with problems which might arise when communicating at home regarding concepts learned in English. 6. Provides an opportunity for the student to review program objectives and accomplishments in light of student-sponsor joint expectations and local constraints which may initially inhibit immediate application of acquired knowledge to the developmental process in the home society. 7. Establishes the procedure for maintaining contact with the student and for receiving follow-up and evaluation information.
III ACADEMIC DEPARTMENT OR COLLEGE	1. Confirms that student has completed program and is eligible for award of degree. Arranges for certificate of completion if student cannot wait for awarding of diploma. 2. Assists student to subscribe to professional journals and to acquire related professional materials. 3. Makes arrangements to forward departmental publications to student. 4. Participates in graduation and departure arrangements. 5. May assist student in obtaining work experience in U.S. before returning home.
IV ADMISSIONS OFFICE	1. Consults with departing student on matters relating to initial credential evaluation and admissions decisions for the purpose of improving the professional competence of the office.

V FOREIGN STUDENT OFFICE	1. Counsels student regarding future plans and expectations. 2. Provides information on pre-departure requirements--sailing permit, forwarding address, immigration and tax requirements. 3. Encourages student to register with Alumni Office before departing. 4. Determines if student is eligible, interested and available for pre-departure seminars on campus or for those provided by special groups. 5. Attempts to assess the student's attitude toward the college or university experience. 6. Provides information or assistance to student on travel and shipping of household goods and personal belongings. 7. May organize or support efforts to provide recognition for students completing their programs--reception, parties, etc. 8. May organize or support pre-departure seminars for graduating students. 9. Assists student with pre-departure arrangements required by sponsor and government. 10. May be involved in final stages of academic programs such as arranging for special short-term extensions. 11. Counsels on financial and personal problems prior to departure. 12. Ensures that student's records are up-dated; that the Foreign Student Office will be able to forward personal mail and maintain contact. 13. Provides student with list of institutional alumni in home country or area (may be done by Alumni Office).
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Through individual counseling and seminars, helps the student learn to cope with language and communication problems associated with return.
VII COMMUNITY ORGANIZATION	1. May organize, or be part of some recognition of completion of student's program or the family's departure, e.g. graduation ceremony, receptions, or farewell parties.

	2. May organize, or be part of a pre-departure seminar, or discussion session, allowing the student to evaluate and put into perspective the U.S. educational experience. 3. Should learn as much as possible from the student or family before they leave about how to improve the community program to better serve the needs of future students. 4. May prepare an information sheet on packing, shipping, travel, and final responsibilities before leaving. 5. Encourages host family to provide transportation to airport, assistance with packing, or temporary housing if needed.

FOLLOW-UP, EVALUATION & CONTINUING EDUCATION

Follow-up, evaluation, and continuing education comprise one of the most difficult stages for which to provide guidance, even though there is unanimous conviction that follow-up is valuable and necessary. While organizational structure, or compromise, may influence responsibility for specific actions in other stages of the student's experience, there are even wider differences of opinion in the case follow-up, evaluation, and continuing education, as to who does what at what stage and for what purpose.

Whether there are sufficient interests in common to provide a unified effort by all interested parties is something which is subject to discussion, and what has been outlined in this stage must be applied with this limitation in mind. In any case, whatever is accomplished at this stage should be fed back into the earlier stages to improve the selection, training, and out-of-class experiences of the student.

This stage should provide for the filling of any educational gaps and for the up-dating of technical knowledge appropriate to the state of development in the student's home country. Both efforts should help the student to function in increasingly responsible positions as opportunities permit.

While some of these objectives are best achieved through national and international professional associations, the original sponsor and educational institution remain major sources of support for the efforts of the student.

FOLLOW-UP, EVALUATION & CONTINUING EDUCATION

I STUDENT	1. On return home, informs sponsor of duty assignment and application of training. 2. Keeps sponsor, institution, and host family informed of location and progress. 3. Cooperates with sponsor, academic institution, host family, and others by promptly responding to follow-up questionnaires or field surveys. 4. Contacts institutional alumni in his country or area; supports or may take leadership role in alumni club. 5. May take advantage of available correspondence courses. 6 Encourages host family, American friends and academic advisor or departmental faculty to visit student's home or institution. 7. Participates in conferences and workshops with community and professional groups. 8. Maintains subscriptions to professional publications and journals. 9. Maintains relationship with major professor or department. 10. Counsels students who anticipate studying in the U.S.
II SPONSOR	1. Maintains a directory of student's assignment and professional activities. 2. Maintains contact with student to determine whether full use is being made of the training the sponsor has supported. 3. Requests evaluation from supervisor of the results of student's training. 4. Furnishes list of other returned students, alumni groups, professional societies, or local contacts which may be useful to the student. 5. If commitments were made as a part of the original sponsorship agreement, the sponsor reviews these with the student (and co-sponsoring government department, if appropriate) and attempts to ensure maximum use of the student's skills.
III ACADEMIC DEPARTMENT OR COLLEGE	1. Encourages faculty visiting abroad to meet with graduates to provide updating of technical information and evaluation of training received.

	2. Individual professors maintain professional and personal contacts with their graduates. 3. Arranges for workshops or seminars to be given abroad.
IV ADMISSIONS OFFICE	1. Examines current practices and procedures, in light of the experience of the student, in order to make improvements.
V FOREIGN STUDENT OFFICE	1. If possible, maintains contact with alumni for information on progress at home and for help with new students coming from their geographical areas. 2. Encourages university to support alumni groups abroad, establish new alumni clubs, provide publications and materials, etc. 3. Examines practices and procedures, in light of the experience of the student, in order to make improvements.
VI ENGLISH AS A SECOND LANGUAGE OFFICE	1. Examines practices and procedures, in light of the experience of the student, in order to make improvements.
VII COMMUNITY ORGANIZATION	1. Encourages exchange of visits and correspondence between students and host families. 2. Conducts an evaluation of community programs, including the host families' experience.

NOTE TO THE READER

A wide variety of resource materials has been drawn on in the effort to make this Guide as comprehensive as possible within space limitations. Persons interested in more detailed information in the areas of admissions, foreign student advising, English as a Second Language, testing and instruction, community programs, and arrival and predeparture seminars may write directly to the National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009.

Despite the best efforts of the editors and resource persons, it is likely that some important service or activities may have been overlooked. Readers are invited to send their comments and suggestions to either editor in care of the NAFSA Central Office (address above).

APPENDIX I

REPORT - WORKGROUPS 1 & 2
AID/NAFSA WORKSHOP III

HUMAN RESOURCES DEVELOPMENT THE FOREIGN STUDENT ON CAMPUS

FEBRUARY 28-MARCH 1, 1972

THE UNIVERSITY OF MARYLAND

Establishing a Philosophical Basis for the Development of Human Resource Models and Programs

International education is undergoing significant change, both from the perspective of the United States and from that of the developing countries. On the one hand, United States institutions of higher education are questioning their role in educating students from other countries, primarily because of increasing financial pressures: public institutions find state legislatures more and more difficult to convince of the need to increase allocations; and private institutions find it ever more difficult to sustain endowments and to offset rising costs with income. Both experience the effect of those social and economic changes taking place in the United States which, among other ways, are expressed by the struggle of minorities for greater participation in higher education, including having a larger share of financial aid funds--funds which might otherwise be utilized for international education. Meanwhile, many North Americans are questioning their government's foreign policy, particularly as regards the kinds of assistance given to developing countries.

On the other hand, changes are occurring elsewhere in the world which are calling many aspects of international education into question. The needs of developing countries for education and training of their citizens overseas are changing, as it becomes apparent in many of these countries that there is an over-supply of degree-holders and an under-utilization of highly trained manpower, and that human resources are tending to be concentrated in urban centers, to the detriment of rural areas. Also, developing countries are increasingly seeking to be cooperative partners with the United States, rather than mere recipients of our beneficence. As a combined result of these changes, both this country and others must re-evaluate the means of developing human resources.

Given these changes, and the concomitant need for re-evaluation, United States higher education must undergo a profound readjustment if it is to continue to play a vital part in fostering international understanding and good will, contributing to the advancement of knowledge, and encouraging cooperation within the international community of scholars. This will require an explicit formulation of policy on both the national and institutional levels.

On the institutional level, without attempting at this time to speak about the requirements for policy formulation at the national level, policy for admitting foreign students cannot be uniform for all institutions of higher education. Rather, each institution must consider the various rationales for admitting foreign students in relationship to the various kinds of sponsorship arrangements under which foreign students come to the United States, and then decide what combination makes the most sense in terms of its own resources and capabilities.

The most common rationales for admitted foreign students are the following:

1. admit best qualified students regardless of country or origin;

2. admit students whose proposed programs relate to manpower needs in home countries;

3. admit students who can make a special academic or cultural contribution to the institution and its community.

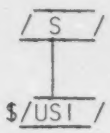
4. admit students so as to achieve a balanced enrollment in terms of level of study, country of origin, and numbers or percentage.

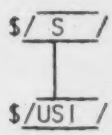
Sponsorship arrangements, i.e., the relationships among institutions, students, and sponsors, are illustrated as they most commonly occur in the following diagrams.

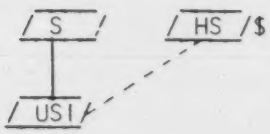
Diagrams

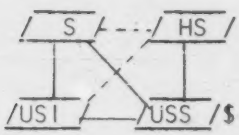
Legend: S = Student
USI = U.S. Institution (college or university)
HS = Home Sponsor (government, organization, agency, company, etc. - or international organization or agency)
USS = U.S. Sponsor (government, organization, agency, foundation, etc.)

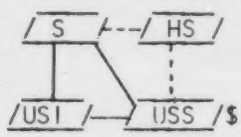
1.

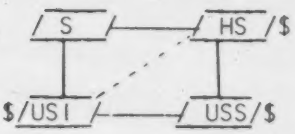
2. 

3. 

4. 

5a. 

5b. 

6. 

The dollar signs indicate the source of support; the solid lines indicate one or more direct forms of relationship, including financial support and contractual agreements; the dotted lines indicate possible lines of communication or consultative arrangements or relationships.

Explanation

Diagram 1 - the self-supporting, independent student.
" 2 - full financial support of student by U.S. institution.
" 3 - partial support provided by U.S. institution, rest by student.
" 4 - full support provided by home sponsor (or international organization or agency).
" 5a - full support provided by U.S. sponsor, such as A.I.D., through contract with home sponsor.
" 5b - full support provided by U.S. sponsor, such as the Bureau of Educational and Cultural Affairs of the Department of State, under no contractual arrangement with a home sponsor, but with the possibility of consultation therewith.
" 6 - joint support, under an agreement, by home sponsor, U.S. sponsor (such as A,I.D.), and U.S. institution - e.g., AFGRAD, LASPAU.

The final step before the formulation of policy will be to consider which rationale or rationales are most defensible for each type of diagrammatic relationship (hereafter referred to as "student type"). Beforethat, however, it is essential that the institution satisfy itself regarding four crucial points: first, that it can offer the student the program he wants; second, that the student is adequately prepared, in every respect, for that program; third, that the institution can provide the personal as well as the scholastic services he needs; and fourth, that it can maximize the benefits, both academic and non-academic, the student will receive from his experience in the United States. These must be viewed as vital pre-requisites for the admission of any student. Furthermore, they imply the need for still another step to be taken before rationales are weighed against student types.

Satisfying itself regarding the above pre-requisites means that the institution must undertake a searching self-assessment. This should be called for at the highest level, and assigned to a carefully selected committee composed of faculty, administration, and student members. The following should be considered by the committee:

1. Admissions -
   Does the Admissions staff have the training and resources to evaluate a) foreign credentials, and b) manpower surveys?

2. Foreign student advising -
   Are there enough properly trained advisers? Do they have adequate resources in terms of space, staff, and budget? Can a beneficial orientation program be planned and carried out?

3. Teaching of English as a second language
   Is there a program which can meet the needs of students with widely varying levels of ability in English? If not, and if one cannot be instituted, foreign students who do not have full proficiency in English should not be admitted.

4. Community program -
   Is there an organized community group to provide such important services as a) a host family program, b) a "loan closet" program, c) a wives' program (English, crafts, leadership and community services training, social activities, d) community action projects, e) programs, trips and tours that interpret U.S. society and its institutions.

5. Curriculum -
   Are there courses taught that are a) of general interest to all students regardless of national origin or eventual careers? and b) of specific interest to foreign students planning to enter the Peace Corps or careers of an international nature such as business or agriculture.

6. Faculty -
   Are there courses taught by professors familiar with one or more foreign countries and thus able to cite examples relevant to the needs of foreign students who will return home? (These might be professors who had taught abroad, participated in overseas technical assistance projects, or foreign language and area specialists. If such professors are not available, foreign students might, as a last resort, do their research on United States problems rather than on problems in their own countries which no one is in a position to evaluate properly.)

7. Library -
   Is the library adequately stocked with materials relevant to the study and research needs of students who expect to return home? The availability of such materials can serve to encourage students to focus on problems or questions connected with their countries.

8. Finances -
   Are there adequate scholarships, fellowships, and assistantships to attract and see through to degree completion high quality foreign students? Are there funds to provide for emergencies such as illness, currency exchange difficulties, etc.?

9. Housing -
   Is there adequate institutional or community housing available that is appropriate to the needs of foreign students?

10. International programs -
    What kinds of programs are there and how effective are they? (e.g., study abroad programs, technical assistance programs, exchange programs with foreign universities.)

Having completed its self-assessment, the institution is ready to decide which rationale or rationales it will adopt with respect to which student type or types. The rationales can be ordered in importance for each student type. For example, in the case of the independent, self-supporting student, many would think that rationale 1 would be of first priority, with secondary consideration given to 3 and 4, and little to 2. On the other hand, if a university is providing full or partial support, as in diagrams 2 or 3, it might choose to give first priority to any of the four rationales. In the cases where an outside sponsor is involved, as in diagrams 4 through 6, the sponsor's interests - to which the institution should be responsive - are most likely to dictate that rationale 2 would be paramount.

The relative importance of each rationale can also be viewed independently of student type and could guide an institution in cases in which different type students were competing for admission. For example, if an institution chose to place priority on rationale 2 regardless

of student type, then a type 4 student would be admitted before a type 1 student, assuming both are equally qualified. In the final analysis, however, the rationale or rationales which are most appropriate for the kinds of foreign students the institution chooses to admit must be an explicit policy decision on the part of the institution, and that decision must reflect the institution's capabilities and resources.

APPENDIX II

RESOURCE PERSONS

Charline S. Clarke, Director
International Hospitality Program
of Greater Philadelphia

Johanne M. Glass, Coordinator of
Student Activities
English Language Institute
University of Michigan

Paul D. Holtzman, Director
Graduate School of Testing
Center for International Students
The Pennsylvania State University

Shigeo Imamura
Associate Professor
English Language Center
Michigan State University

Dante V. Scalzi, Director
International Center
The Pennsylvania State University

Cliff Sjogren
Director of Admissions
University of Michigan

Joel Slocum
Director of Foreign Student Services
Columbia University

Alan M. Warne, Coordinator
Office of International Services
Temple University